College Appoints Administrator

Donald L. Polk, the newly appointed Director of Special Programs, will work with the Wellesley-MIT Upward Bound Program.

Filling a newly created administrative post, Donald L. Polk will join the Wellesley community as Director of Special Programs on Feb. 17, President Ruth M. Adams' announcement of Mr. Polk's appointment came during reading period.

Under the Dean of Students, Mr. Polk will be in charge of Wellesley participation in the MIT-Wellesley Upward Bound Project. He will also act as coordinator for the various social service programs undertaken by Wellesley students.

Counseling

In addition, the "uniquely qualified" students which Wellesley is seeking for the freshman class next fall will be able to look to Mr. Polk for a program of counseling and supportive assistance. At the same time, he will work with class deans and faculty advisors on the general counseling of students.

In the Upward Bound program, Mr. Polk will handle both the Saturday project which runs through the year and the eight-week residential coeducational program planned for next summer. The joint MIT-Wellesley proposal for this summer program was sent on schedule to the Office of Economic Opportunity in Washington on Jan. 3, but no word has been received on it.

Social Worker

Mr. Polk comes to Wellesley from his positions as social worker and counselor at New Rochelle High School, New Rochelle, New York, and the Foundations Program at Rockland Community College. The Foundations Program provides special course work plus personal and academic counseling for students who are under-achievers or low-achievers in high school and who do not meet normal admission requirements at Rockland College.

A former Yonkers, New York, counselor with the Neighborhood Youth Corps, he has served as Executive Director of the Shawnee Leadership Institute, Orwell, Vermont — a two week lecture, seminar and recreation program for high school students—and as Shipboard Recreation Director for the Council of International Education Exchange.

A member of the N.A.A.C.P., the National Association of Social Workers, and the Westchester Association of School Social Workers, he was on the board of directors of the Human Rights Council of Pearl River, New York, for four years. Other board memberships include the Rockland Foundation for the Arts and the Rockland Negro Scholarship Fund.

Mr. Polk wrote a play on fear and prejudice, "A Fine Thing," which has been performed by PTA groups in Rockland County. He is also affiliated with the Rockland Folk Society and the Elmwood Community Playhouse.

His educational background includes a B.S. in sociology from the Fordham University School of Education and an M.S.W. from the Fordham School of Social Work, where he concentrated on psychiatric casework. Mr. Polk did his field work at St. Agatha Home for Children in Nanuet, New York, and at the Day Care Center of the Veterans Administration Regional Office in New York City.

Women Dominate ET's "Bernada Alba"

In what promises to be a sensitive interpretation of Federico Garcia Lorca's work, Experimental Theatre will stage The House of Barnarda Alba in Jewett Auditorium, Feb. 7 and 8, at 8 p.m.

Cheri Wooton Black '69, director of the student production, explains that although Lorca is one of the most important 20th century playwrights, his work is rarely seen in the U.S. While he builds on a realistic base of almost photographic documentary style, "at the same time, there's all kinds of poetry in the language."

It is Cheri's aim to merge Lorca's two worlds — the poetic and the photographic—and make the poetry a physical reality. Special effects, slides of dream worlds, light effects, intermittent music — these, plus black costumes juxtaposed against white walls, will help to create such a fusion.

In explaining ET's choice of Bernarda Alba for Wellesley, Cheri said, "It's all about women who are closed in; perhaps there's some kind of parallel there." The play, set in the 1930's in Spain, features an all-female cast.

Bernarda Alba is a mother who totally dominates her five daughters, guiding their lives in directions justified only by the appearances. The play is one of repressed passion which eventually bursts out as the youngest daughter rebels. Yet, her rebellion is never a real victory, as spectators at the ET production will see.

Playing in this potentially powerful work are Katherine Wright '71 as the mother, Rhoda Whitlock '71, Miriam Lucc '71, Sally Phelps '72, Marcy Barack '71 and Newly West '71 as the daughters, with Ellen Armstrong '70 as the maid. Gina Barnes '69 has created the set, and Mary Gunnhill '71 is in charge of costumes.

Sue Heinemann '70, center, was elected editor-in-chief of News for 1969-70 at the elections held Mon. night Jan. 27. Anne Trebilcock '70, left, will be news editor and Mary Entrolino '70, right, will hold the position of senior managing editor. All three have served on the past assistant editorial board. Sue is an art history major, while Anne is a history major and Mary is in English. Elected as assistant news editors are Martha Wasson and Pat Nicely, both '71. Sue Wing, Candace Fowler, and Betsy Bowman, all '71 are the new assistant managing editors.

WELLESLEY NEWS

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Wellesley College Government to Modify Electoral Procedure; Experiment with Petitions Attempts to Stem Flagging Interest

by Sandi Servaas '69
Chairman of C. G. Elections

Why election day at Wellesley has become literally "election term" (that is almost the whole of Term II) is anybody's guess. This state of affairs is especially paradoxical since, after weeks of nominations, elections, etc., the "How can I vote fairly if I don't know anybody" syndrome still sweeps the campus.

Results and interest in annual College Government elections are diminishing so that some experimentation in the mechanics of elections is in order. This year's changes are aimed at reducing time elapsed during campaigning and voting while contacting more students in a concentrated drive.

Petition System

The chief addition has been that of the petition system. Anyone whose name is mentioned during nominations (for President of C.G., Jr. V.P., Bursar, Treas., Sec., Chief Justice, Head of House Pres. Council, NSA-SEC Rep.) and who wishes to run in the all-college election must pick up a petition form at the Info Bureau and must obtain 100 signatures (50 from classes other than the candidate's and 35 from other dorms).

Those who complete the form and return it will be listed on the final ballot. Voting will take place for two days only at the polls in the basement of Green near the Post Office. Voting procedure will be similar to that followed in local elections.

The election timetable is as follows: Nominations: Thurs., Jan. 30 to Tues., Feb. 4, in the dorms; Petitions: to be picked up at the Info Bureau by interested nominees by Thurs., Feb. 6, and returned Feb. 18; and Final Election: Mon., Feb. 24 to Tues., Feb. 25, in Green basement, there by Fri., Feb. 14; Primary (if needed): Mon., Feb. 17 to Tues.,

Tim Buckley loves and sings . . . here at Alumnae Hall Saturday, Feb. 15 at 8 p.m. His concert will be part of Winter Weekend '69, Feb. 14-15. The Weekend will also feature a dance with a rock band Friday night and W. C. Fields shorts and Casablanca Saturday afternoon. Tickets are on sale at the Info Bureau, at the El Table, or from dorm sophomore social chairmen. For a couple, the inclusive price for the weekend is $10, but individual tickets are available. Students are advised to buy well in advance, tickets will not be sold at the door.

Crossed Wires

The recent decision that sophomores and freshmen could be eligible for MIT term two courses (see letter, this page) calls for commendation of the efforts of the coordinators involved. Chief among these in the Wellesley administration is Miss Phyllis J. Fleming, Dean of the College. Through her patient and good-natured work, it was possible to allow all Wellesley Students who had properly applied and whose applications had been accepted by MIT to benefit from the program, despite a great disparity in the number of cross-registants from the two schools.

Miss Fleming has further demonstrated her foresighted understanding of the problems involved by planning a future open meeting to evaluate the entire MIT cross-registration program. With the forum created to voice any suggestions or criticisms on the exchange, it is now up to the students to respond creatively.

There is no justifiable excuse for a program of such bright promise to continue to be thwarted by unnecessary administrative entanglements. Granted, it is an experimental plan, but for that very reason, it would seem imperative to create conditions in which this experiment could succeed.

Primarily, there should be a free exchange of students, with no arbitrary limits of number or of years in school. Unbalanced registration from term to term may occur, but on an overall five-year basis, the program should be able to achieve its goal of nontransference of tuition fees.

Of equal importance is the future coordination of calendars and class schedules. Terms and breaks should begin and end simultaneously, unlike the present semester when cross-registrants will stay two weeks later and have no real spring vacation. The greater deterrent to facilitating cross-registration has been conflicting class schedules. To take a course at MIT practically necessitates either free mornings or free afternoons each day of the week.

With admittedly frequent deviations, the basic MIT course pattern is a Tuesday-Thursday or a Monday-Wednesday-Friday sequence, clearly conflicting with Wellesley's system. Since MIT cannot be expected to move on this issue, it is up to Wellesley to make the relatively minor accommodations. Our class sequence could be changed to Tuesday-Thursdays; and either Monday-Wednesday, leaving Friday free, or Monday-Friday, leaving Wednesday free. The apparent large gap between Monday and Friday is in actuality no longer than the one now present between Friday and Tuesday or Thursday and Monday classes.

Other specific changes in the hours that classes meet should also come under close scrutiny. At the present time, a 1:30 Wellesley class denies the possibility of attending a 3:00 MIT lecture. If our classes began at 1:00, (with 2:50's moved to 2:20), there would be time to travel to MIT for a late afternoon class. Without doubt, there are complicating factors such as labs, physical education classes, special sections, and seminars which will impede smooth coordination on a total basis, but changes must be made.

Once these details have been worked out, the program should continue to expand in opportunity as well as accessibility. The limit of two MIT courses per term should disappear, with the advent of a possible entire term spent at MIT, living in MIT housing. The Wellesley-MIT experiment should be the first of several steps toward eventual cross-registration with all colleges in the area.

Divided We Fall

While the Structural Revision Committee struggles to find a structure of government under which, according to Mr. Nelson Darling, trustee and chairman of the committee, the "best possible liberal arts education" can be established, *News* wonders who is defining this "best possible liberal arts education"? (see story p. 3).

Under a mandate from Miss Ruth Adams, president of the College, "to review the present arrangements for the governance of the College and make recommendations for consideration by the appropriate bodies of the college," the committee is attempting to design a flexible structure under which the responsibility for defining and revising the educational system rests with the College community.

Structure, however, cannot be divorced from philosophy. Admittedly the committee cannot define the goals of the college, but it has to consider the directions it will take. Inherent in the delegation of authority is a need for an underlying concept of educational responsibility. A coherent governing system can not be formed without an overall analysis of spheres of interests.

Should the faculty and administration care for the whole student or should they only educate his mind? As stated now in the Articles of Government, Academic Council shall "within the limits set by the bylaws . . . determine policy relating to academic, social, and religious life of students." *News* strongly disagrees. We believe that Academic Council should only deal with the academic life of a student. We feel that the faculty, while giving up their responsibility in student affairs, should assume more responsibility for the over-all functioning of the College, for example in the area of funding.

The Structural Revisions Committee must grapple with the problem of determining the roles of the various groups, and they must be armed with more than the vague, general aim of "maintaining a liberal arts education of the highest possible standards," which they have agreed upon. *News* reminds the committee that in order to build a workable structure one must first have an idea of the reasons for it.

Textual Errors

The lines are shorter this week. And there are fewer cashiers in the store. Valentines are the Number One commodity. Checks were cashed yesterday, and will be cashed again tomorrow. And second semester business at Hathaway House continues, complete with CAP charge cards.

But student discontent with Hathaway policies and services is noticeable. Many of the books ordered for several courses are not yet available at Wellesley's only text book store. If Boston were not a mere twelve miles away with its abundance of publishing houses, or New York an hour's' shuttle ride from Central Street, perhaps there would be more reason for the lack of required texts. We realize that some faculty members are at fault for filing late requests, but the nation's publishing houses are still not that far away, and in 44 years of business Hathaway's should have had adequate experience in dealing with Wellesley faculty and Wellesley students book demands.

Hathaway House is called a Cooperative Book Store. And, in October, all members collect their eight percent rebate on the past year's purchases. It seems, however, that Hathaway could be more cooperative. The services that were once part of the game in the yellow clapboard house have all but disappeared. Check-cashing, even for a dime, is nearly impossible; Wednesdays and Fridays only, and then only if the cashier happens to have anything smaller than a twenty. Cooperative pricing, occational discount pricing, are unheard of; in fact, a pricing markup, even in required texts, is more often the rule.

Disgruntled students who are enrolled in MIT courses, often take their accounts to the MIT Coop. For a dollar membership fee, they cash in on another cooperative rebate, and also on the increased possibility that this store will have stocked the standard texts and paperbacks. In addition, sundries and records can be purchased in the Cambridge Coop.

There are Wellesley students who serve as Hathaway House representatives. We call upon them to enlighten their colleagues in the bookstore, to suggest more convenient service, and more responsible book ordering such that, by the second day of classes all the books for a class of fifteen people will not have been sold out. Hathaway's is an established business. It seems unlikely that an overstock of a particular text could not be returned, exchanged, or bartered in some way. Second-guessing student demands, giving the size of a class, is simply not good business.

An alternative to Hathaway's is, of course, a branch store from the MIT Coop, located on the Wellesley campus. As part of the exchange and coordination, a branch "Coop" could be a most profitable enterprise for the students of this campus. We could anticipate larger stock, more consistent service, a more efficient bookkeeping department, perhaps a second-hand bookstore to replace the floundering Book Exchange, and a diversity of product. A branch Coop is a suggestion we can not *afford* to ignore for long.

WELLESLEY NEWS

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The Reader Writes

Au Secours!

To the student body:

In order for any paper to exist it must have a staff. At present News has only the skeleton of a staff. We need more of a body to function effectively

This term we are looking not only for regular reporters but also for students with a special interest (music, theater, politics) who would be willing to write articles on a part-time basis. We hope in this way to attract more people Only with a full staff can we continue to provide full news coverage and to offer constructive criticism and creative suggestions.

If you are interested in reporting, please come to one of the writing workshops which will be held on Wed., Feb. 12 and Thurs., Feb. 13 at 7:30 p.m. in 306 Billings. We will discuss different types of news articles and journalistic style. Each participant will be asked to write a try-out article before becoming a member of the staff. An editor will discuss this article with her and acquaint her with the general make-up of News.

In addition, a separate photography workshop will be run by Lin Tucker. Anyone interested should contact her at 235-8898.

The Editors

Cross Reference

To the editor:

It gave me great pleasure to be able to send to the dormitories on January 28 an announcement which applied to those members of the freshman and sophomore classes who signed up for MIT courses before the deadline of January 10. This announcement stated that it was now possible to increase the number of Wellesley students, even though this meant a disparity in the number of participants from each institution. We were able to make this announcement because MIT generously agreed to ignore the unevenness in numbers.

I have been able to talk to a number of students about the chronology of events in the selection of students for the exchange, but I wish to take this opportunity to explain to others what has taken place.

On January 15, a letter went to freshmen and sophomores who had applied to cross-register. I expressed my regrets that we were not able to grant their requests for a course at MIT in the second semester of 1968-69. The letter was sent out approximately one week in advance of the promised date for notification in order to give students as much time as possible to choose a substitute course here, so that they would be ready for the first day of classes on January 27.

At the time the letter was sent, we knew that we must keep a dining room open and make dormitory facilities available for two weeks after the examination period at Wellesley, because the last day of examinations at MIT is June 6. We could guess, but not be certain, about the more serious determinant on the number involved in the exchange: the approximate equality in the number of participants from each school.

Since in the first year of the exchange program we anticipated certain difficulties, we decided to limit the number of cross-registrants until we had identified the problems and were able to cope with them. We agreed to keep the number from each school approximately the same, so that there would be no need for either institution to budget for the difference in costs for suits, meals, and transportation, etc., etc. In setting up the guidelines for the exchange, the Wellesley-MIT Joint Committee specified that juniors and seniors should have first choice, since they have the fewest opportunities to participate in the exchange.

In the first semester of 1968-69 more MIT students applied for exchange than Wellesley, while in the second semester the reverse was true. The number of applicants from Wellesley in the junior and senior classes alone exceeded the total number of MIT applicants for second-semester courses. By January 24 we had approved 123 Wellesley students, all members of the junior and senior classes, and 101 MIT students.

On January 28 MIT made their generous offer to ignore within limits the disparity in numbers and to consider freshmen and sophomores whose applications were in my office. The announcement which I sent to freshmen and sophomores explained the reasons why their applications might not be approved by Wellesley or MIT. They are: (1) limited enrollment in the course; (2) course open only to graduate students; (3) course not offered in the second semester of 1968-69; (4) equivalent course given at Wellesley; (5) inadequate prerequisites; (6) course open only to students in engineering and mathematics; (7) course not equivalent to 1 unit at Wellesley.

I also said that students who are accepted late in the program will not be charged for changing their schedules.

We are now actively considering plans for next year. Letters have gone to students and faculty who were involved in the exchange in the first semester. We hope to identify the various problems such as inappropriate prerequisites, demands for courses with limited enrollments, academic calendars, etc. As soon as we have the information in reply to my letters to students and faculty, I plan to hold an open meeting and invite suggestions from both groups about the future of the program.

Sincerely,
Phyllis J. Fleming
Dean of the College

Mobilization

To the editor:

News has recently printed a series of letters on the issue of Wellesley's coeducational debate. To us, one of the salient characteristics of the obvious confusion is our identity crisis as women. Do we really feel so inferior that we fear competition in a male-female atmosphere? If so, where do go from graduation from this feminine society into an alien system of human contribution and challenge? Surely the issue of coeducation cannot be allowed to rest on a reaction to the opportunities now open to the Liberated female. If we continue to perpetrate our classification as second-class citizens in this subtle manner, we risk plunging our entire system into a maelstrom of individual frustration and unproductivity.

Wellesley is now in the midst of re-evaluation. But this process must involve community action, for all Wellesley students have a great stake in this college and its contribution to the society in which it exists. The answers are not easy, but at his point, even the questions are not being asked in the right place among students. We are not calling for coeducation as a panacea for the ills which now afflict Wellesley. But we do ask that the issue of coeducation become the focal point for Wellesley's first exercise in community action.

As a beginning, we ask, as concerned students, that all the Committees and Sub-committees submit progress reports to News. The rest of this community, positively conceived, can then join in the effort to ask the relevant questions and find the best answers. We propose, further, that after a period of challenge and response within the community, a referendum on coeducation be held to identify and clarify Wellesley opinion.

Academic integrity and honesty are not dead, but they have somehow become suffocated by the tendency toward elitism in Wellesley's government. The blame for this lies on all sectors of the college, and consequently the responsibility for

(Continued On Page 7)

MIT graduate student Stephen R. Tilly helps with construction of "Form and Use in Architecture." The Hayden Gallery exhibit is open 10-5 Mon.-Thurs., 10-9 Fri., and 1-5 on weekends until Mar. 2.

Architecture in Hayden Exhibit Engulfs MIT Gallery Visitors

by Anne Trebilcock '70

Welding blue and black planks in a continuum of architectural form, vibrant orange girders thrust against diagonal screens. The observer becomes a participant as flashing slides and rock music bombard his senses at the MIT exhibit on "Form and Use in Architecture," at the Hayden Gallery through March 2.

Sponsored by the MIT Committee on the Visual Arts, the exhibit was prepared by students of the department of architecture under the assistant professor of architecture, Stanford Anderson. Encouraging criticisms and suggestions, the exhibit stands ready to change daily in response.

Mr. Anderson explains that it "demonstrates various attitudes about the relationship of form and use in the useful arts, such as the use-generated and highly specific forms of tools, use-inducing formulations of the de Stijl reintructions, the exploration of local form activity relationships in architecture, and architecture viewed as the assembly of useful ranges of such form activity relationships."

Emerging Cohesion

This creates an environment in which there is almost too much to absorb, with the slide groups, the models, the tools, striving all at once to capture the visitor's attention. Yet, at the same time, the degree of coordination among these elements is truly masterful.

This coordination is achieved in part by the basic architectural linking of platforms, stairs, screens and flange-type support beams. Details in which similar forms appear in different media serve to unify the exhibit further.

Of particular note are the skillful pairings of slides on an inside corner. Beautifully matched in terms of staggered timing and subject choice, Klee drawings and paintings appear next to photographs of patterns in nature and buildings. Similar devices occur throughout the exhibit, with artistic slide comparisons of forms in art, architecture, and nature.

In a series of still photographs, black and white grain elevators gain coherence and beauty in their fusion of form and use. An artistic arrangement of antiquated hand drills along a white wall suggest the architectural grace wrought by these tools of a former era.

As the visitor walks and climbs in the exhibit, he begins to gain a sense of its internal continuity. A thick pamphlet containing an essay by Mr. Anderson clarifies the purpose; its main failing is that it is often not read until after viewing the exhibit.

Levels of Exhibition

The intriguing basic structure, done by Peter Olney and Peter Schweber, leads the observer-participant easily to different levels of exhibition, with accompanying new perspectives on the slide screens and lower structure. The highest level, which begs unfortunately for greater ceiling height, contains an architectural model of the very space the visitor is experiencing.

Below, the original Schroder House, Utrecht, by Gerrit Rietveld exemplifies the de Stijl group of artists and architects founded in 1917, "dedicated to a conception of abstract life leading away from matter and toward the spirit." His zig-zag chair and a model of his red and blue chair are also on display.

Within the context of the entire exhibit, these diverse elements retain cohesion. The visitor begins to notice things like the footwide gear suspended from a jutting orange beam as reminiscent of the round-cylinder slide projector wheel that rombines its own form and use in another portion of the display.

It would be a tragedy to visit this exhibit with the intent of whisking in and out; it demands that you stay, and contemplate, and begin to grasp the relationships of form and use in architecture as expressed in its displays. Despite minor weaknesses, it is a forward-thinking presentation well worth more than a casual visit.

ECSA Memberships

The Wellesley Outing Club is selling memberships to ECSA—Eastern Collegiate Ski Association. A three dollar membership entitles you to a lot of benefits: 10% discounts at a number of ski shops, good cheap co-ed ski weekends (e.g. to North Conway Feb. 7-9, Sugarbush Feb. 14-17, Pleasant Mountain Feb. 28-Mar. 2), a monthly newsletter, major Colorado ski trips. And — provided we get enough memberships — a Wednesday bus to Watervillo Valley. Contact any Wellesley representative for a membership: Linda Lanning-Claflin, Candy Clark-Caz, Trish Moore-Shafer, Faye Harned-Munger, Kim Hamilton-Freeman.

SRC: State Of The Structure

by Mary Enterline '70

Issuing their first press release, the Structural Revision Committee announced the formation of four subcommittees and the circulation of a letter to faculty members to get their opinions on Academic Council and on faculty-student-relationships. In interviews, three members of the committee discussed the role of the committee.

According to the press release, Mrs. Joan Melvin, dean of students; Mr. George Kidder, trustee; and Jan Krigbaum '69 are considering "the operation of college government with a view to making recommendations that will result in more student responsibility," while Miss Ruth Adams, President of the College, and Mrs. Mary Lefkowitz, assistant professor of Greek and Latin, are "reviewing the role of Academic Council and the methods of arriving at educational policy decisions." Mrs. Haskell Cohn, trustee, and Mrs. Lefkowitz are examining the role of the alumnae while Mr. Nelson Darling, trustee; Mr. Owen Stratton, professor of political science; and Susan Gruber '69 are looking at the whole question of faculty-trustee-student relationships.

Student Life

Encouraging "all thoughtful suggestions, general or specific, for changes in the governmental structure of the college," the committee has sent out a letter to all voting members of Academic Council to ask for their thoughts, for example, on "how Academic Council should interpret Article III, Section 2, of the Articles of Government, which states that 'within the limits set by the bylaws . . . (Academic Council shall) determine policy relating to academic, social, and religious life of students' and 'in cooperation with Trustees it shall fix requirements for admission and for degrees and approve courses of instruction.' "

In interviews Mr. Darling, chairman; Mrs. Lefkowitz, vice-chairman; and Jan, secretary, revealed their views on the task and problems before the committee. "The Structural Revision Committee is not designed to deal with specific problems," explained Mr. Darling. "Entities to which problems should be delegated currently exist. The Committee's mandate was to review the method of dealing with problems."

Best Education

Mr. Darling stated that the committee hopes to recommend a structure in which "the best liberal arts educational system" can be established. "The committee," he emphasized, "is not supposed to be the one to make this definition. The role of defining and keeping up to date the educational system will fall to the faculty, the administration, and the students . . . The committee is numerically too restricted to define the goals of Wellesley."

Accordingly to Mrs. Lefkowitz, "While our recommendations will be general, specifics will naturally come up in our discussions." "We all generally agree," she continued, "that there should be more communication between faculty, students, administration, and trustees at all levels."

Detailed Consensus

Mrs. Lefkowitz, did not see that the committee had reached a detailed consensus on an underlying concept of education. She saw two underlying issues: whether the faculty and administration should care for the whole person or educate only the student's mind, and whether the faculty should participate more actively in the over-all function of the college, for example, in funding.

Jan speculated whether the College was over-protective to both the faculty and students. She also expressed her own personal concern that the committee will only make recommendations.

According to Mr. Darling, at one of their first meetings, the committee did consider the objectives of what Wellesley College should be, and they reached agreement on the general goal of "the maintenance of a liberal arts education of the highest possible standards." He hoped that they will be able to issue some kind of a report, either an interim one or a final one, before the April trustee's meeting.

The MIT Hillel Society and Protestant Ministry will present a seminar, "Radical Thinkers and Pioneers in Judaism and Christianity," Mon. Feb. 10, 4 p.m., Rm. 7-108.

A concert by FIRE AND ICE, MIT rock group will be broadcast live from WRS, college radio. Tune in at 640 kilowatts the extreme left of your AM dial, on Thursday, Feb. 6, from 5:30 until 6:00 p.m. They're worth it.

Proyecto Amistad

This summer, live and work in Peru.

Get to know some of the problems of economic development firsthand, by working on construction projects or in understaffed schools and clinics. And help plan the summer's experience — Proyecto Amistad is entirely student-run, and needs your ideas.

Interested

Come to a slide show and informal discussion with former participants from Harvard, Wesleyan, and Wellesley, in Room I, TUESDAY, FEB. 11, 7-9:30 p.m. Brochures and applications will be available.

Blacks Take Over Ford Hall at Brandeis, Push Reforms with Ten Day Occupation

by Candy Fowler '71

Con militant student protest occur at a University noted as liberal in its policies? Apparently it can, for such has been the case at Brandeis University. Its campus in Waltham has recently been the scene of grent unrest and acts of protest in cluding seizure of a university building, student strikes, and other disturbances.

The crisis stemmed from controversy over the demands of the Afro-American Society at Brandeis concerning various aspects of black enrollment, education, and life at the university. Black students occupied Ford Hall on January 8 and later that day presented a list of ten demands including year-round black recruitment, an increase in black faculty, the establishment of an Afro-American Center, and others.

Right to Hire Contested

By far the most controversial demand was for the establishment of an African and Afro-American Studies department with the power to hire and fire. A request last April for such a department had, after long delay, been granted and approved in December, but the specification that the department choose its own faculty was not included.

Throughout the ten-day occupation of Ford Hall, this issue seemed to be the crucial one, the one which the administration would not approve. President Morris Abram remained resolute on the point that "the selection of academicians must be left to academicians." The Blacks remained adamant and by Saturday negotiations effectively ceased. Abram then suspended the

White Support acknowledged

Sit-ins and a student strike begun by white students in support of the blacks' demands received the appreciation of black students in Ford, but graduate student Ricardo Millett, speaking for the blacks in the building, advised that white students determine their strategy on their own and not jeopardize the blacks' position by creating issues of their own.

Negotiations, disruption, and conflict continued until January 18, when, having been granted full amnesty, the black students left the building. Both President Abram and Randy Bailey made statements to the effect that although the occupation had ended, no solutions to the problem had been reached. Bailey announced that the demands had not been altered: "We are determined not to compromise our principles." Abram then announced the university's intention to meet every "legitimate" demand in good faith.

Solution not yet Reached

Brandeis students are now on a specially declared one week intercession following their exams, presumably granted to ease tension on the campus and to allow for serious consideration of the problems raised by the demonstrations. The matter currently remains unresolved.

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Cambridge Architects Transform Jewett; Exhibit Creates 'New Dimensions for People'

by Susan Heinemann '70

A, beginning. Architecture in building blocks . . . The progression of walls pushes you forward. Pause . . . A gigantic H stretches up over your head. Below a circle is your limit . . . Suddenly openness, space. Slides flashing on a wide screen: men, women, children . . . cities and landscapes . . . Amsterdam, Boston, Japan . . . texture, color, noise . . . a series of impressions which is our world.

"Five Cambridge Architects: Some New Dimensions for People" has transformed Jewett Gallery into an exciting new environment. Four imposing walls do not rise up to confine you. Instead the architects have laid out a series of walls at different angles which move you in and out of spaces. Throughout the exhibit there are slides, photographs, models and site plans to illustrate the various enterprises of the five firms.

Total Environment

"The exhibit clearly shows the new architectural concept of creating a total environment, that architects no longer concern themselves solely with specialized buildings, but with diverse projects that beautify and take into account man's whole experience, his active participation and awareness of what he sees, feels and hears around him," stated Margaret Robinson, museum director.

This concept is clearly illustrated in Earl R. Flansburgh and Associates' design for Cornell University's campus store. In order to preserve the integrity of the existing buildings and landscapes, the store was placed underground. Much of its shape was determined by an attempt to avoid the destruction of existing trees and to blend the entrance into the hillside.

"We try to find ways to solve each architectural problem according to the demands of that particular problem," explained Mr. Flansburgh. He emphasized that his firm does not adopt one rigid, all-encompassing style, but rather considers each problem in the context of its own environment.

Building for People

Pointing to the plan for the Spruce Street School in Acton, Mr. Flansburgh added, "In planning a building we go back to the basic factors influencing design." Careful consideration is given to the needs of the client. In this case, the school was to be built within the traditional "cells and bells" context, with students revolving around the classrooms at the ringing of bells. Yet Mr. Flansburgh's design permits the maximum amount of flexibility within the classroom and avoids the conventional, boring repetition of severe rectangular shapes. Light, spaciousness and freedom characterize the building.

"Buildings are for people," Mr. Flansburgh stated. "What we try to do is design a building that needs people to complete it. We try to create a total environment, taking into account the problem's unique features."

Looking at the present trends in architecture, Mr. Flansburgh cited the importance of new dimensions that go beyond the traditional bounds of the profession. In particular, he mentioned systems of development, using new methods of construction like prefabricated systems, in order to keep the cost down.

A New Dimension

Art and technology are combined in an information booth designed by Ashley, Myer and Associates. It not only tells the viewer where he is but also shows slides of nearby attractions and allows users to record their comments through a telephone. The kiosk on display is just one component of a possible city-wide pedestrian guide system to be tested in Park Square, Boston in April.

In addition to this work in communications, Ashley, Myer and Associates do more traditional architecture — houses, schools, offices and urban centers. Perhaps, the most imaginative of their efforts is the Buckingham School in Cambridge.

John Myer explained that the structure was determined by several factors. According to him, the most important consideration was that the place be as intensely meaningful as possible. Since the school is for children just leaving home, the architects wanted to ease the transition by making the building more like a house than an institution. Another factor was its location on a residential street. Even the pitch of the roof was determined by environmental factors — how to maximize the sunlight while minimizing the distraction of the nearby playground.

Mr. Myer added that the design process of this school had been used to program a computer. He sees computers as a valuable tool in opening up a variety of possible configurations for the architect. However, he stressed the danger in using such a system too extensively and thereby ignoring the microsocial variables and emotional factors.

Over the Air

A major first in the exhibit is the Gateway Center, Newton Corner, designed by Davies and Wolf. This complex of stores, offices, banks, a hotel and parking space is being erected on air rights over the turnpike and railroad. Another interesting project of this firm is the Honeywell Computer Control Division in Framingham. The plans show how different patterns of movements were studied in order to arrive at the most efficient and flexible structure.

In describing his efforts, John Davies said that "appropriateness" was the key word to his approach. The site, the people and the budget are his major considerations. He feels that any similarity in styles is more a coincidence than a conscious effort.

Land of Poet

The most whimsical and most poetic buildings in the show are found in the section devoted to Turner, Rogers and Moore. The clue to their architecture is found in a few scattered phrases tacked on the walls: "A Tree Has Architecture," "Places ARE Architecture," "A Place Has Its Own Spirits."

John Rogers felt that this firm's work emphasizes the rural aspect of architecture and, thus, complements the other offices' work. He considers the landscape as the generator and the source of the solution to the problem. Thus, the Berle House in the Berkshires uses a birch tree motif and a gently rolling plan, while the Lippincott House in Maine reflects the stark verticality of the surrounding pine trees in its external ribbed frame that incorporates the rugged setting into the sharp angles of its design.

Whimsy, youth and poetry belong to the Prall House in Cambridge. Mr. Rogers explained that the original house had burnt down so that the landscaping and the L-shape of the design were already established. He described the site as "very heavy with tree spirits." In both his and his client's opinion, the place is filled with the mythology of Middle Earth . . . and so is the house. Laminated tree trunks act as interior supports, adding to the fantasy; a small rounded door admits only a hobbit. Even without Mr. Rogers' admission, one senses that the designer must have lived in Tolkein's mythical world.

Commuting Space

A different tone is set by the Cambridge Seven Associates. Theirs is an urban environment — although a fun, alive, young city with places like the Club Lucifer, Brattle Theater and US Exhibition at Expo. Elements of pop art and mod taste add color to their designs. Even the format of their display, an open "movie" box, is a living experience — it only lacks some music.

One of the Seven, Terry Rankine, feels that today's architecture is characterized by a compatible and logical use of materials.

Glass is no longer used just for its own sake. Mr. Rankine is convinced that the architecture of the next ten years will be fascinating with many new dimensions. The major trend that he foresees is an increase in systems of buildings rather than individual structures. Precast elements and prefabricated parts will become more important, in his opinion, and a major concern of the designer will be to avoid monotonous repetition of these elements.

Top floor of the Buckingham School in Cambridge, designed by Ashley, Meyer and Associates.

The Berle House in the Berkshires, designed by Hamel, Rogers and Moore.

Kitzinger to Speak On Byzantine Art

The Wellesley College Friends of Art is sponsoring a lecture by Ernst Kitzinger, University Professor at Harvard, on Wednesday, February 12 at 8 p.m. in Jewett Auditorium. The title of his illustrated lecture is "Byzantine Mosaic in Medieval Italy: An Art Medium Transplanted".

Dr. Kitzinger is one of the foremost authorities on Byzantine mosaics, though his name is not widely known due to the relatively small size of the field. He was born in Munich and received his Ph.D. from the University of Munich in 1934. He also studied at the University of Rome. Before coming to the United States with his family in 1941 he served for five years as an assistant at the British Museum in London. From 1943 to 1945 he was a research analyst for OSS. Associated with Dumbarton Oaks Center for Byzantine Studies (trustees for Harvard) in Washington beginning in 1941, Dr. Kitzinger was director of studies there for eleven years prior to being named a Kingsley Porter University Professor at Harvard in 1967.

He is a fellow of the American Academy of Arts and Sciences. He also belongs to the American College Art Association, the American Archaeological Institute, and the Institute of Advanced Studies at Princeton. He is the author of two books, **The Mosaics of Monreale and Early Medieval Art in the British Museum.**

Frohock Explores Picaresque Novels

W. M. Frohock, professor of French at Harvard University, will explore "Some Modern Fiction and the Picaresque Tradition" in a lecture sponsored by the departments of foreign languages and literatures on Tues., Feb. 11, at 7:45 p.m. in 110 Pendleton.

After examining its origins in Spain with **Lazarillo de Tormes**, Aleman, Quevedo, and Espinel, he will trace the picaresque tradition to its evolution in France, from Lesage to Celine and Henri Thomas. He will also chart its presence in England, with Defoe, Smollett, and James Hardy Vaux; in Germany, from Grimmelshausen to Gunter Grass and Heinrich Boll; and in contemporary America, with the writings of John Hawkes, James Purdy, Ralph Ellison, Saul Bellow and others.

Mr. Frohock brings backgrounds of both teaching and writing to this study. Author of **The Novel of Violence in America**, he has also written **Andre Malraux** and the **Tragic Imagination, Rimbaud's Poetic Practice, Strangers to This Ground,** and **Style and Temper.**

'Proyecto' Veterans Learn Understanding

by Mary Henry '71
guest reportor

You have discovered that a little girl in the child care center where you work has impetigo. Since it is very contagious, if she is not told to leave, she may very well infect the other children. Unfortunately, her mother is the only laundress for the center, and if her daughter goes, she will too. Mulling over the problem, you wash the girl's sores in boiled water from a cup.

This was just one of the problems encountered by the students who participated this psst summer in **Proyecto Amistad**, a social service program in Arequipi, Peru. **Proyecto Amistad** was started three years ago by Jan Krigbaum '69 and Dick Schillen, Wesleysn '69; it is entirely student-run. Its purposes are many: to acquaint the participant with another culture while giving him a new perspective on his own, to expose him to the problems of a society where there is little communication between the upper class elite and the masses, to give him the opportunity to attempt his own solutions, and to hopefully break down any stereotyped American images.

Living Instruction

Students chose or were assigned to various jobs such as teaching English, art, or physical education to children in the "barriadas" (shanty towns outside of Arequipa), building homes for these people, and working in hospitals, clinics, or institutes. Jimmy Gadsden, Harvard '70 taught physical education. He commented that "being with kids there gave me a different perspective of the society. I was in contact with the poorest people and the poorest facilities. To compare the public schools to the fur superior private schools was a shock. I can't believe they were so close to each other."

Bill Stern, Harvard '69 worked in construction; he said, "what was most important wasn't the work we did, but just our being there. There was something impressive about two American slobs working building houses. It was a tremendous experience just getting down on one's hands and knees and pitching in. There's no difference between people when you're working that way."

Ruth Keedy '69 worked in a church clinic, checking to make sure the women who came in were in the right parish. As she described it, "the women often came in with their babies, chickens, and wordly possessions on their backs. It was so silly to have to say 'Will you give me your green card please?' (for identification). Most of them had forgotten it and the ones who had remembered had to reach way down into their bags to pull out a crumpled piece of green paper."

Family Life

An important aspect of the **Proyecto** experience was living with middle and upper class Peruvian families. For John Harvard, Harvard '69, the family experience meant "a new understanding of the upper classes and their prejudices. It's a completely different kind of mentality. I really began to see why things weren't being done."

After working for 7 weeks on their respective projects, the students travelled for three weeks. Limited funds made travelling educational too. Hopping trucks was common, as was travelling second or third class, or paying 75c a night for a room with many others.

One student became so grubby on his travels that he looked like a dead ringer for Che, and was not allowed to cross into Bolivia until he bribed the guards.

Last year's 26 members of the project are now planning the program for **Proyecto '69**. All interested Wellesley students are urged to attend a slide presentation with former **Proyecto** participants on Feb. 11 at 7 p.m. in Room F.

Wellesley Girls Find Dartmouth Disappointing

by Pat Nleely '71

For veterans of that November week at Yale, Dartmouth College Week, Jan. 22-27, was something of a letdown.

Maybe it was because of the disappointing ski conditions, or maybe because so few of the 1,000 coeds were seriously interested in transferring to Hanover, but there just wasn't the excitement and enthusiasm for coeducation that was present at Yale.

"The thing about this week was," said Katy Noble '70, "that everyone (of the girls) was on semester break. We'd just been through exams and nobody wanted to play student. We wanted to have fun, meet guys, and go skiing."

Some Wellesley girls were not too impressed with Dartmouth classes; as Marta Nussbaum '71 commented, "They're very much like ours." Everyone on campus, however, was talking about the Psychology 10 lecture entitled, "After Orgasm, What?"

"It was obviously an attempt to shock the coeds," said Nora Mancella '72, "but at the same time, it was a very interesting lecture. The fact is, you'd never hear anything like it at Wellesley. Somehow, they don't think about entertaining us."

Full Schedule

Not everyone was so pessimistic about the value of coeducation at Dartmouth. A full schedule of activities for every day of the week included sports, discussions, guest lectures, parties and dances. Most of the 24 fraternities sponsored some kind of discussion or lecture, and there were parties at many houses every night.

"But still, it wasn't like a big mixer, where you have to expect a date from every boy you have a conversation with," said Marta. She added that it was a good opportunity to meet boys as friends, not as potential dates.

The Dartmouth Animal

Undoubtedly the thought of the upcoming Dartmouth Winter Carnival lingered in many female minds, as did the reputation of the Dartmouth "animal." Sandy Ferrari '72 noted, "I went up there with my track shoes on, scared to death by what I'd been told by upperclassmen. I found that Dartmouth is a pretty decent place and the guys are just as nice as guys anywhere else."

Another surprise for most coeds was finding out that in addition to its 3200 undergraduates, Dartmouth boasts schools of engineering, medicine and business administration. "I enjoyed going to classes because there were so many different kinds of subjects which are not offered at Wellesley," said Marta.

A few women are already specially enrolled for a term or a year at Dartmouth, and at coed meetings, they emphasized the willingness with which Dartmouth professors will assist any girl who would like to transfer. Several Skidmore students were doing their month-long independent study projects in Dartmouth's drama department.

Rev. Mullaney, Anti-war Priest, to Speak Here

by Martha Wasson '71

Father Anthony Mullaney--one of the fourteen war resisters who on Sept. 24, 1968, broke into Milwaukee's Selective Service Administration, seized an estimated 10,000 draft records, soaked them with homemade napalm and burned them as they conducted a religious service in a small park across the street--will speak at 8 p.m. tonight in the Wellesley College Chapel.

Heritage of Dissent

Father Mullaney, 39, comes from an Irish family that has been strong in active dissent. His father and a cousin were members of the Irish Republican Army. His cousins left Ireland decades ago with a British price on their heads. Father Mullaney, born in Worcester, Massachusetts, is a Benedictine with a doctorate in psychology. He was a teacher and director of guidance at St. Anselm's College, Manchester, New Hampshire, when his involvement in the civil rights movement, and eventually the peace movement began.

"My field was the study of psychological factors in social issues," he says. "We studied the psychological damage to victims of racism and poverty. What happens to a youngster who is told from his earliest years that he is inferior? What happens to a person who is brought up in abject poverty? It was the study of these things that got me involved."

The City and Students

He took a leave of absence from St. Anselm's in June, 1967, and came to Warwick House in Roxbury, a community house and church serving the inner city. "It was only after my arrival in Roxbury that I began to see that our Vietnam policy was part of a broader malaise, that it was only one of the visible signs of a system of values in which people were no longer prior to all else," says Father Mullaney. He is critical of the air of uncertainty dominating people's lives, especially the lives of those subject to cutbacks in the poverty program and the lives of young people who are up tight over the fact that no choices are open to them. They can't plan ahead to graduate school." Father Mullaney summarizes the events leading to his decision to go to Milwaukee: "Every person has to respond to cues. Mine came from young people and city dwellers."

Polarization of Society

For the Milwaukee Fourteen, destruction of draft records represents protest against the Vietnam war, the Selective Service System, urban problems, the polarization of society, and the wrongly-assigned priorities in society. In a speech at St. Anselm's College this January, Father Mullaney commended on the District Attorney's accusation that the Fourteen "are striking at the very fabric of our system": "Why are war-making and the selective service considered the bedrock of democracy?" asked Father Mullaney.

"In destroying with napalm part of our nation's bureaucratic machinery of conscription, we declare that the service of life no longer provides any options other than positive, concrete action against what can only be called the American way of death; a way of death which gives properly a greater value than life, a way of death sustained not by invitation and hope but by coercion and fear . . . For a growing number of us, the problem is no longer one of grasping what is happening. We know it by heart. Ours is rather a problem of courage. We wish to offer our lives and future to blockade, absorb, and transform the violence and madness which our society has come to personify," reads part of the prepared statement of the Milwaukee Fourteen.

Tonight Father Mullaney will be speaking of many of these issues — specifically the lack of effective free speech, the gap between the powerful and powerless, the priority of things over people — all of which he sees as signs of the deep polarization in American society.

VII Juniors for '69-'70 will be selected during the month of February. The selection process will include self-nomination, form election, and letters of recommendation. The names of those sophomores interested in the position of VII Junior has been posted in dorms and departments. All members of the college community are encouraged to send letters of recommendation regarding that of the candidated to Nanna Noto, Severance, by Wed., Feb 12, 1969, 5 p.m.

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News Induction Center Drafts Aspiring Student Journalists

Okay, all you frustrated geniuses out there in Wonderful Winter Wellesley Wonderland, here's your Big Chance to snow 'em, to show 'em with the icy, spicy brilliance of your unlapped talent! Do you talk in your sleep? Do you mumble incoherent fragments of obscure French poetry to yourself every night in front of a mirror, in a last-ditch lunge at self-expression? Does your literary and philosophical genius fail to find solace in hourlies and psych questionnaires?

Are your artistic and photographic tendencies stifled by deskpad graffiti and 8 a.m. dorm pictures? Is there a large-type Something deep down inside you, great gray matter greedy for growth, a pressured poetic potential, a confused muse, unamused and unsatisfied by the W.W.W.W. scene?

This Is It, Gang

Well, it's "Opportunity Knocks" Time — What CAN it be? A hotel on Boardwalk? A year's subscription to Popular Mechanics? A medium egg? No, in the cutting words of S. Carton, "'Tis a far, far better thing!" 'Tis the Wellesley News! Are you dramatic, cinematic, acrobatic? There's a place for you to do your far far better thing for the News. Free flicks on a News press pass; show Walter Kerr how it's done — you know the rest, Student Unrest — The Campus with an Excedrin headache. Put the news in relief and bring relief to the News in one swell scoop.

Are you political, critical, analytical, or all three? Don't hide, don't seek sanctuary; cover it for News. Get the fowdown on Lowenstein, the TNT on SDS. Or are Boston beings more to your taste? How do you feel about the state of the Statehouse, the uncommon Common, (the imprudent Pru?)

Courage, My Friends

Do you want to hit the News wires with a photo finish? Be the first on your hall to sight Puhrahl Land — Just sign on the Sylvania blue-dotted line, and see your name up in lights. Don't take pot shots at phone messages and manage evillunilon sheets; save your pithy prose for News headlines. News is what happens; News is what's happening.

News is no holiday. If you're looking for glamour, you won't find it, but if you want to get in on a journalistic power play, boy, you'll have the time of your life! "Breathes there a Wellesley girl with soul so dead, who never to herself has said, 'Why not?' ?"

If you can take it — News will take you.

The Book Arts Laboratory in the library will be open on Wednesdays this semester for printing for pleasure. Appointments must be made with Miss French who is in the Rare Book Room Mon. through Fri. from 10 to 12 and 2 to 5. Miss French invites you to set type, design a bookplate, print your favorite poem or just to study the examples of the work of great printers and book designers that line the walls of this laboratory

Students Voice Opinions on Sex, Base Panel on Own Experience

Students full of curiosity and anticipation crowded into Pendleton Mon. night to await "The Decision" the first of this year's marriage lecture series. Instead of the conventional lecture, the program featured a student panel, as well as a psychiatrist, and focused on the personal choice involved in the decision whether or not to have premarital sex.

"The whole point of the lectures is to make them relevant to the student body," commented Ann Landsberg '69, chairman of the program. "The panelists will base their discussion on personal experiences rather than on more abstract and theoretical issues," she continued.

Asking the Questions

The program began with a short lecture by Dr. Carola Eisenberg, a psychiatrist at MIT. Rather than pointing out clear "dos" and "don'ts" in sex, she stressed that each individual must come to his or her own decision. Based on her experience with both men and women students, she felt that boys and girls have surprisingly similar thoughts about sex. Although girls often think that the boy has few worries, Dr. Eisenberg indicated that he must initiate the relationship and that he, too, must question his beliefs.

One consideration mentioned was the individual's feeling towards the loss of virginity. According to Dr. Eisenberg, the boy may be unsure of himself and wonder, "How do I know what to do?" Other important questions followed: What if the relationship doesn't work out? What will the after-effects be? What about contraception? What happens if the girl gets pregnant?

The Decision

Moving to the problem of motivation, Dr. Eisenberg emphasized that each person must decide whether he or she is ready for a mature relationship. From her experience, she has found that men ask, "How can I be sure that it's really love and that she's not just coming after me to satisfy her physical needs?"

Finally Dr. Eisenberg pointed out that once the decision occurs there is often some disappointment. She felt, however, that if both individuals were mature, if they knew themselves and if the time and place were right, sexual intercourse could be one of the most exciting experiences in life. In her opinion, if one doesn't take some risks, one doesn't live; one only survives.

Ed. Note: Below are excerpts from the panel discussion. No names are used in order to preserve the anonymity of the students.

Are you satisfied with your present decision and what are your reasons?

"My decision was a spontaneous one. I'd done a lot of thinking beforehand but the final act was not an intellectual decision . . . It hasn't been something I'll regret."

"The main problem for me is that our relationship didn't last." The student stressed that one must consider this possibility. She felt that girls who see premarital sex as legitimate only with THE person, might torture themselves with guilt if the relationship ends.

"The most important thing about sex is that you know yourself . . . It really depends on the individual."

"I am a virgin but I'm undecided. I can see both pros and cons in the question of premarital sex . . . There's the question do I want to be a virgin? Then there's the problem of conformity and peer pressure. Do I want to be independent? . . . I'm not so sure about my motivations . . . Then, I think it's frustrating to carry a relationship to a certain point and just break it off." Asked if falling in love would make a difference, she felt it would. Dr. Eisenberg, too, emphasized the necessity of love in a healthy, sexual relationship.

"I am a virgin and I am satisfied with my decision . . . I think you have to think of what marriage is." In her opinion, marriage is sacred.

Have you told your parents?

"My parents don't know, but I don't think I would ever apologize for it. I don't believe it is necessary. It was my decision."

"I think a lot of parents don't really want to know that much. While they're curious, they don't really want to know. If they asked, I would tell them . . . A lot has to do with your particular family. If you've never talked to them about this, this would break the whole pattern."

Future Programs

The next lecture, to be held on Feb. 20, will again use a panel format, this time composed of faculty members ,a head of house and infirmary representatives. The discussion will focus on the role of the College administration in determining the sex life of its students. Does the College legislate morality or community health? Should the infirmary offer birth control information and give free pregnancy tests? What authority does the College have?

Dr. Harrison P. Eddy, a psychiatrist at Columbia and author of Sex and the College Student, will conduct interviews with students during the day on the role of the College. The interviews will be held in Shakespeare; interested students should contact Ann Landsberg, 237-0032.

Three more conventional lectures will complete the series. Contraception and venereal disease will be discussed on March 10, physiology on April 9 and movies on childbirth will be shown on May 5.

IMPORTANT — News wants your letters and guest articles. Please, however, remember the following for future contributions:

(1) Type all letters and articles in duplicate, double-spaced, with margins at 10 and 80.

(2) Close all letters with signature, written, not typed.

(3) Give your name and class and/or position.

(4) Observe News deadlines: 10 a.m. the Mon. before publication.

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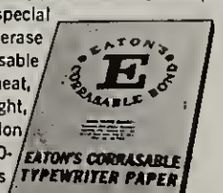

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The Reader Writes More . . .

(Continued from page 2)

ending it falls on us all.

Sincerely,
Amanda Preston '71
Linda Smith '71

Save Page

Ed. Note: The following copy was sent to News by Mr. Thomas O. Holtey.

Dear Miss Adams:

Thank you for your interest in the Page School as expressed in your recent visit. It is unfortunate that we did not have more opportunity to talk at that time. I feel, though, that the occasion did serve to emphasize an extremely important point relative to the Page closing.

Page School serves many functions. It does, of course, provide an irreplaceable experience to the children who attend. It represents a service to the faculty and the community in general. It serves as an example to educators of the advantages of a free and loving educational environment.

All these points, however, may be considered as peripheral to the mission of Wellesley College, the service of its students. The clear point of the recent events is that Page School does represent a need and a desire of the Wellesley students. In this time of student protest and negativism, it is refreshing to see such a clear and positive student expression. Both College and students should be commended.

It should also be pointed out that if Page School were to continue it would necessarily be at its present reduced size due to the loss of the second building. The largest proportion of the school's budget is devoted to staff and supplies. Since the deficit resulting is proportional to the number of children and classes, it will be considerably smaller than it has been in the past. This fact, along with a possible tuition increase, would serve to substantially reduce the cost of Page to the College. Of course, the capital expense of repairing the second building is also eliminated.

It seems, therefore, that these new factors of reduced cost and a strong expression of student need might well result in a reconsideration of the Page closing.

Sincerely,
Thomas O. Holtey

Revelations

To the editor:

In reference to the article "God and Women at Wellesley: Pockets of Dialogue," News, Dec. 12, 1968, I would like to clarify and define the position and purpose of the Wellesley Christian Fellowship.

The Wellesley Christian Fellowship is exactly what its name states: a fellowship for Christians at Wellesley. WCF is a chapter of Inter-Varsity Christian Fellowship, the U.S. affiliate of the International Fellowship of Evangelical Students.

The writer of the article classes WCF as "an admittedly 'Fundamentalist' group." Unstated is the fact that the definition of "fundamentalist" agreed upon by speaker and writer was "a belief in the Bible as the inspired Word of God" — in contrast to the dictionary definition ("fundamentalism: orthodox religious beliefs based on a literal interpretation of the Bible and regarded as fundamental to the Christian faith") and the usual uncomplimentary connotations that go along with it. The idea of the unique Divine Inspiration, entire trustworthiness and authority of the Bible is the basic tenet of belief concerning the Bible, as ascribed to by WCF. This foundation more aptly classes WCF as "conservative" than "fundamentalist."

Returning to the article, in the next sentence Ruth Reisner is quoted as saying, "We (WCF) don't have a specific social action project because some of us are already involved in Service Organization projects." The writer does not explain that WCF is not basically a social action-oriented organization, nor does she attempt to define the actual purpose of WCF but merely to mislead the reader. As an organization, WCF has three basic emphases: 1) to provide a center for Christian fellowship, encouragement and edification; 2) to engender in its members an understanding of, concern for, and participation in mission work at home and abroad; 3) to share with other members of the college community what we have found as God's answers to the problems of life.

The pastor of the Trinitarian Congregational Church, Wayland, Dr. Donald S. Ewing, recently summarized the position of the individual in relation to society and social action in a way that is, I believe, applicable to the position of WCF. He said: "You come to terms with Jesus Christ and then go out as individuals to grapple with the world and the grace and power of Jesus Christ will go with you." This idea explains the involvement of the individual members of WCF in service projects and the contrasting group goals.

Sincerely,
Melissa N. Morrill '71

Anti-Culture?

Dear editor:

It was a surprise to me to read the announcement from Mrs. Melvin that "the College regrets that it can no longer handle the arrangements for ordering and distribution of Opera tickets." (It also seemed strange that in the past this had been handled as an "unpaid job.")

I support the argument that we must re-examine "Mother Wellesley" and her anachronisms, but must we totally let go of her helping hand? Or am I merely sensing an anti-culture bias developing on our campus?

Sincerely,
Ward Cromer
Assistant Professor
of Psychology

Class Reunion

To the editor:

We have followed with great interest the many changes at Wellesley — rules, curriculum, and increased awareness of the problems of the world in which we live, as described in Miss Adam's letter, the Alumnae Magazine, and other communications from the College.

It is gratifying to observe the enlargement of the horizon far beyond the "Ivory Tower" syndrome of the past.

This Christmas, at our annual party for the undergraduates and prospective students, and Alumnae, we were fortunate to have Penny Rice '69 as our guest speaker. She gave an excellent talk on the many facets of life at Wellesley — with all the new approaches to almost every side of college life. It was very encouraging to hear, first hand, how our college is meeting the many challenges of this generation. I am sure that the Alumnae who where present at the luncheon were satisfied that Wellesley College is facing the future with courage, intelligence, and sensitivity.

More power to the Student Committee on Alumnae Relations for establishing this rapport between the undergraduates and the "staid old Alumnae."

Best wishes,
Alice Nash Berghuis '30
(Mrs. W. P. Berghuis)

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Strings, Soloists Play, Sing Handel Music

by Elsie Borden '69
guest reporter

Affectionate good humor and excellent musicianship were combined to make the New York Chamber Soloists performance of Handel's Acis and Galatea Tuesday night at Alumnae Hall a thoroughly enjoyable experience. The pleasure of the ensemble in performing the work was easily communicated to an enthusiastic audience.

The musical success of the performance was due largely to the evenness of the ensemble, all of whom were well equipped to deal with the difficulties of Handelian oratorio. Although none of the soloists possessed a technique equal to all of the ornamental possibilities, the total effect was completely authentic. A general favorite was the Polyphemus of Thomas Palmer, whose full bass, baroque rage, and engaging grin earned him the affection of the audience.

The once highly touted dramatic technique of the work is no longer readily apparent; John Gay's antiquated libretto provokes a barely repressible chuckle in performer and audience alike. The demeanor of the cast, however, also indicated a deep respect for the grace and energy of Handel's music.

The recital at intermission of the Harpsichord Concerto, a baroque custom, was a further contribution to an evening already satisfying in its authenticity. The reappearance of the Parlin harpsichord was also welcome.

Babbitt Brings Music of the Future to College, Composer Analyzes Methods of Production

by Mary Enterline '70

Professing not to be a propagandist, an apologist, or a critic of electronic music, Milton Babbitt attempted "to dispell the misconception that there exists a kind of music called 'electronic music.'" The term "electronic music," according to Mr. Babbitt, refers only to the medium and not to the technique or composition.

Composer, professor of music at Princeton, and director of the Columbia-Princeton Electronic Music Center in New York, Mr. Babbitt gave a lecture-demonstration on "Production and Perception of Electronic Music" to the College community on Tues., Jan. 28. As one of those whom Mr. Babbitt labeled "the musically naive," this reporter could follow his lecture with concentrated effort. His delivery was so rapid and his content so concentrated that I wished that he had paused briefly throughout the lecture so that I might consider his points, and I would have found more demonstration, in the form of recorded electronic music, enlightening.

Human Perceptual Capacity

"The technical revolution," stated Mr. Babbitt, "has transformed the boundaries of conventional musical instruments not to the boundaries of electronic media but to the boundaries of human perception. . . . For the first time we must ask if what we can create exceeds the conceptual, perceptual capacity of a trained listener." To illustrate the limitations of human perception, he used a numer of short little recordings of electronic sounds.

In a question and answer period following the lecture, Mr. Babbitt denied that composers of electronic music want to supplant performers. Yet, electronic music does eliminate the performer. While some of the audience felt that this was an elimination of the human aspect, Mr. Babbitt continually emphasized that the composer controlled the composition and through electronic media he could reach the audience directly without the intermediacy of an interpreter's personality.

It is too early to assess the outcome of this new mode of music — whether it will root out the personal quality of music or whether it will reconcile man and machine in a new synthesis of artistic expression. Mr. Babbitt's audience seemed to realize that this lecture may have been an introduction to the music of the future.

Music Media

Describing the three basic forms of electronic media, the tape machine, the synthesizer, and the computer, Mr. Babbitt emphasized that they are all modes of producing sound and not of composing music. Calling the tape machine "the most familiar form," Mr. Babbitt predicted that it was on its way out as the central medium because of the tediousness of splicing each event.

Since the second medium, the RCA synthesizer, could only be built with the resources of RCA, Mr. Babbitt concluded that it will remain the only one of its kind. "Musically," he explains, "it is built so that one can say to it, reproduce the following.'" In using either the tape studio or the synthesizer, a composer can listen to his music as he composes it.

In the third media, the computer, there is no tape nor sound in hour so that the computer must know the exact relationship between what he specifies and what he gets. Yet, Mr. Babbitt predicted that because of their availability computers will become the most common mode of electronic medium.

The Board of Trustees voted on January 16 to allow twenty Wellesley students admittance to Academic Council. The students will be non-voting members, but they may participate in Council discussions. Students serving on Council committees will also be admitted to Council sessions when the work of these committees is discussed. Senate will devise an election plan providing student body representation. The Board of Trustees also acted to extend voting privileges on the council to first-year instructors, members of the physical education department, resident artists, and part-time faculty members in their third year of consecutive service.

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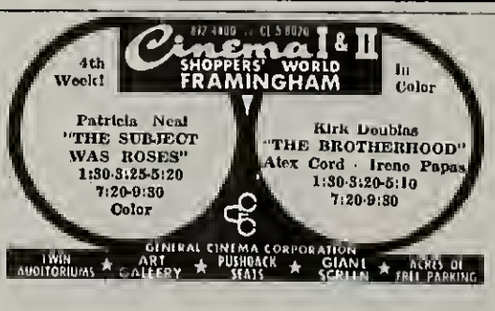

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